

- 10.** I give my employees feedback just as soon as possible after an event has happened.
- 11.** When providing feedback to my employees, I strike a balance between doing it too often and not doing it enough.
- 12.** When offering feedback to employees, I use generalizations and avoid citing specific, descriptive examples of their behavior.
- 13.** When giving feedback to employees, I convey that I'm genuinely trying to provide them with useful information about their job performance, not merely judge them.
- 14.** When giving employees feedback about their job performance, I don't distinguish between patterns of behavior and random one-time events.
- 15.** When employees undertake a difficult task, I give them positive feedback to strengthen their beliefs that they can accomplish the task if they expend time and effort working on it.
- 16.** When giving employees feedback about their job performance, I do so in a direct, timely manner.
- 17.** I don't provide my employees with regular feedback to help them understand what standards of behavior and performance are and are not acceptable in our work unit and the organization.
- 18.** When providing employees with feedback, I make sure the message is clear so that the employee does not have to guess at or interpret what I mean.
- 19.** When offering employees constructive feedback to improve a performance deficiency, I don't make it known that I'm also available to help with the improvement.
- 20.** Before giving an employee second-hand feedback, I check with multiple sources to be sure I have an accurate understanding of what actually happened.
- 21.** When giving feedback to my employees, I don't try to maintain a balance between constructive and positive feedback.
- 22.** When an event happens that I feel merits constructive feedback, I provide feedback to the employee just as soon as I get him or her alone.
- 23.** I give the same amount of feedback to poor performing employees as I do to high performers.
- 24.** When giving feedback to an employee, I don't consider whether it should be done privately or in the presence of others.
- 25.** When giving feedback to an employee about a performance deficiency, I also try to communicate acceptance and support for the person as an individual as well as his or her right to be different.
- 26.** When giving employees feedback about their job performance, I address the results they achieved but not the effort they made.
- 27.** I provide employees with positive feedback when they are working on a difficult task to help them see that accomplishing the task is based on their ability and not on luck.
- 28.** I don't look for opportunities to catch my employees doing something right and then give them immediate positive feedback about the event.
- 29.** I give my employees feedback the first time they do something well or poorly as well as each subsequent time.
- 30.** When providing employees with feedback, based on my own perceptions or opinions, I identify it as such, and don't try to present it as factual. ■



Instructions

- Read the first statement in the questionnaire. On the chart below, place an X in the circle that corresponds to your choice for how true the statement is in relation to your own interpersonal feedback behavior along a continuum from *Completely True* to *Not At All True*. Place an X in only *one* circle per statement.

You must make a choice for all 30 statements in order for the inventory to be scored accurately. Press hard, as your responses are being recorded on the sheet below.

- Please do not read the interpretive material that follows until you have completed the inventory or have been instructed to continue.

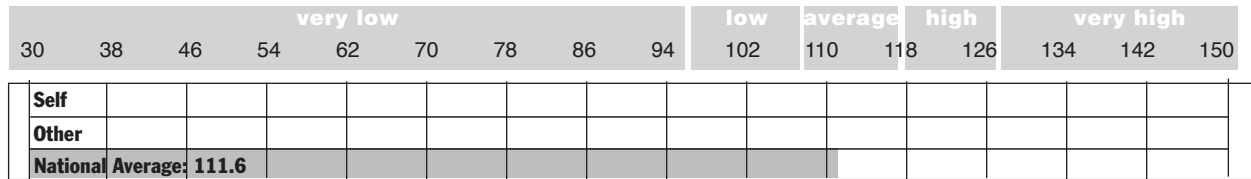
- After you have made your choices for all 30 statements, separate this two-part form and follow the scoring instructions on the next page.

1.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	2.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	3.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	4.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	5.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	6.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True
7.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	8.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	9.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	10.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	11.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	12.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True
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19.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	20.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	21.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	22.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	23.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	24.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True
25.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	26.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	27.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	28.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	29.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True	30.	<input type="radio"/> Completely True <input type="radio"/> <input type="radio"/> <input type="radio"/> Not At All True



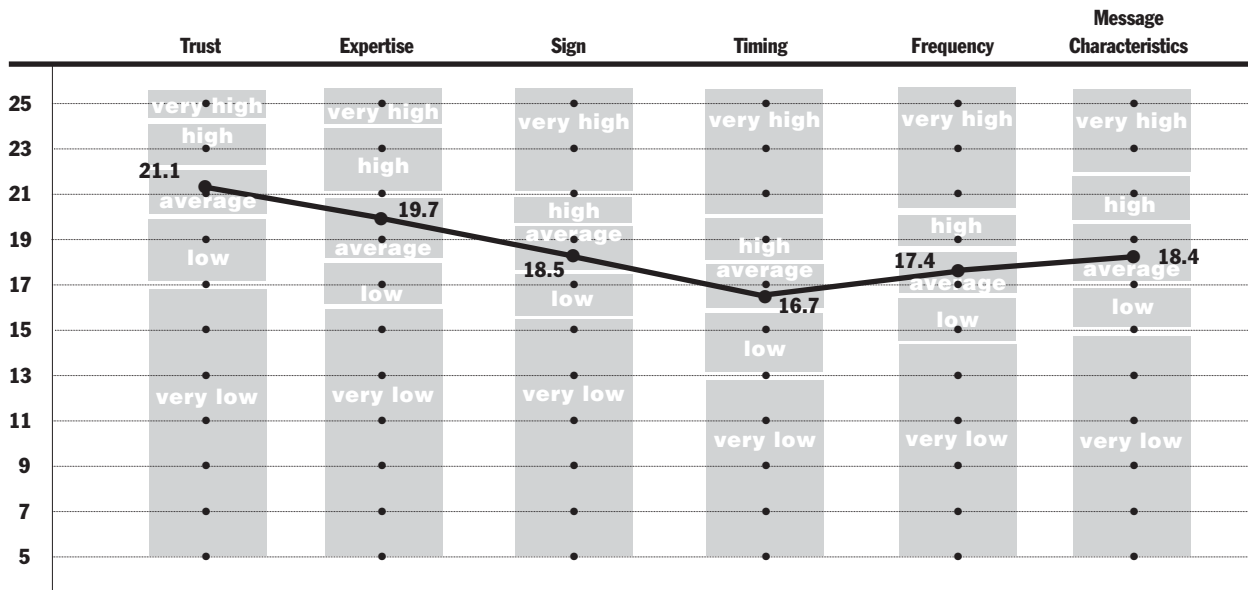
Overall Effectiveness Profile

Complete the bar chart below by shading in the bar from the left side to the point that equals your own (Self) overall effectiveness score. If you have received feedback from others, use a different ink color or pattern to shade in the second bar (Other) to indicate your overall effectiveness average from the Feedback Data Chart on page 9.



Skill Effectiveness Profile

Using your skill effectiveness scores from page 7, circle the appropriate point in each column below. Then draw a line to connect the circled points. This line is a profile of your interpersonal feedback behavior at this time. To plot your feedback scores, use a different ink color or pattern to plot and connect your averages from page 9.



Diagnostic Questions

Refer back to Your Profiles on page 10 of this booklet. If you have Self or Other scores that fall into either the “average,” “low” or “very low” categories, the following questions will help you gain additional insight into your approach to providing your employees with feedback about their job performance or behavior and identify areas for improvement.

Trust

1. Is your knowledge of your employees or team members limited to what they do at work? *(Obviously knowing the performance strengths and shortcomings of each of your employees or team members is a big part of your job. However, getting to know each of your employees or team members as a person and not just a cog in the work wheel goes a long way towards developing feelings of trust.)*
2. Is the general tone of your feedback more critical and evaluative than helpful and supportive? *(Feedback in general, and especially constructive feedback, needs to be delivered from a position of trying to add to the knowledge base employees or team members have about their own job performance or behavior, not just judging them.)*

3. Do you feel that if you include an offer of help and support in your feedback to an employee or team member with a performance deficiency, he or she will try to take advantage of you and the situation? *(While some employees or team members may try to gain an advantage, most won't. Moreover, offering help and support is a proven way to develop trust.)*
4. When giving feedback, do you avoid sharing information about your own performance successes and shortcomings because you're afraid your employees or team members will see you either as bragging or fallible? *(Sharing information about your own successes and shortcomings is likely to cause your employees or team members to see you more as a real human being and less as a boss, which is another proven way to develop trust.)*

Expertise

1. Are you quick to jump in and point out when an employee's or team member's performance hasn't gone well? *(While it's appropriate to point out when an employee's or team member's job performance or behavior is below expectations, it's also important not to jump to conclusions based on limited information. Be sure you have the facts before providing feedback to someone.)*

INTERPRETING YOUR SCORES

2. Do you take second-hand feedback at face value and convey it to an employee or team member without first checking out the information with other sources? *(While second-hand feedback may be valid, it's best to check out the information with other sources to be sure you have an accurate picture of the situation before providing an employee or team member with feedback.)*
3. When providing an employee or team member with feedback, do you focus exclusively on the results the person achieved and avoid mentioning anything about the effort the employee or team member may have made? *(Giving feedback about the results an employee or team member achieved is very appropriate. However, it's also important to recognize the type of effort the employee or team member put forth to achieve the results he or she did, especially in those situations where the effort was there even though the results were not.)*
4. Do you provide feedback to employees or team members even though you're not familiar with their jobs? *(While you don't have to be an “expert” in the jobs performed by your employees or team members, having a basic understanding of what's involved in each job increases the credibility of your feedback.)*



The Interpersonal Feedback Process

Interpersonal feedback has long been recognized as an essential supervisory skill. When done well, it enhances employee job learning and motivation, and strengthens interpersonal relationships; when done poorly it can foster mistrust, anger and retribution. It also has been the subject of considerable research over the years.

Consequently, much is known about what makes feedback effective and ineffective. Following is a reading about the interpersonal feedback process including a review of some of the research that documents the importance of six dimensions that are critical in providing effective feedback. Regardless of your scores, you will likely find the information in the reading useful, but pay special attention to areas in which you scored average or lower.

After completing the reading, turn to the Improvement Ideas on page 19 of this booklet and start planning how you can improve your effectiveness in giving feedback to your employees or team members.

Interpersonal feedback can be viewed as a special communication situation where a sender (hereafter referred to as a supervisor) conveys positive or negative information to a recipient (hereafter referred to as an employee) about the appropriateness of the employee's past behavior or job performance. (Ilgen, Fisher & Taylor, 1979). In a work setting, feedback is used by a supervisor to serve a number of different functions. These include reinforcing something an employee has done well in order to get the employee to do more of the same, pointing out an area where an

employee's performance is below expectations in hopes the employee will adjust his or her future performance in order to meet expectations, and letting employees know where they stand. However, the extent to which feedback is able to fulfill these functions depends on at least two elements: 1) how accurately an employee perceives the feedback he or she receives and 2) the extent to which an employee accepts the feedback and believes that it is an accurate portrayal of his or her past job behavior or performance (Ilgen, et al., 1979).

In addition, the accuracy of employee perceptions and the acceptance of feedback are further influenced by: 1) the credibility of the supervisor as a feedback source, 2) the nature of the feedback message, and 3) the personal characteristics of the employee (Ilgen, et al., 1979). The *Interpersonal Feedback Inventory* focuses on the first two of these variables because they are the ones over which a supervisor has greatest control.

Supervisor Credibility

In many cases, the most important determinant of the accuracy of employee perceptions and acceptance of feedback is the extent to which an employee perceives his or her supervisor as a credible feedback source. For example, it stands to reason, that if an employee sees his or her supervisor as a credible source, the employee is likely to pay closer attention to the supervisor's feedback, and paying closer attention should increase the accuracy with which the feedback is perceived. Similarly, if an employee views his or her supervisor as a credible feedback source, the employee is more likely to accept feedback from the supervisor and perceive it as an accurate portrayal of his or her past job performance or behavior.

Further, supervisor credibility has been found to be a function of two variables. These are: 1) an employee's perception of his or her supervisor's familiarity with the employee's job and with the employee's actual performance in that job — referred to as expertise; and 2) an employee's perception of his or her supervisor's motives for giving feedback to the employee and the climate in which the feedback is delivered — referred to as trust (Ilgen, et al., 1979). These variables serve as the basis for the first two inventory scales.



Improvement Ideas

The *Interpersonal Feedback Inventory* provides you with an in-depth assessment of your effectiveness at giving feedback to your employees. With this in mind, the next question becomes “What can I do to improve my scores and reduce any discrepancies between my Self scores and the Other scores?” While there isn’t one best answer, the following improvement suggestions are intended to help you develop a plan for charting your improvement.

In addition to reviewing the improvement suggestions, it is also recommended that you turn back to the inventory itself and carefully re-read the items that make up any scale where you scored average or below. The individual items may help you think of additional improvement ideas. After you have reviewed the ideas below and the items making up the scale(s), turn to page 21, *Analyzing Your Profile*, and complete the Action Planning exercise to help you identify some concrete steps for your own development.

Trust

1. Engage each of your employees or team members in occasional non-business related discussions to find out more about each one of them as a person.
2. Make it a priority to keep your promises and follow through on the things you say you’re going to do. Walk the talk.
3. Resolve that every time you give an employee or team member constructive feedback you will also make an offer to help the employee or team member improve.
4. When giving an employee or team member constructive feedback, make a point to remind the employee or team member that you are not being critical of him or her as a person but rather of his or her behavior or job performance in the situation under discussion.
5. If you’re not familiar with the jobs performed by your employees or team members, spend time talking informally with them about what’s involved in their jobs and what they like and dislike about it.

Expertise

1. In addition to the annual performance appraisal discussion, hold periodic meetings during the year with each of your employees or team members to find out what’s going on in their jobs.

BACKGROUND READING

2. If your situation permits, do a lot more supervising by walking around and observing what your employees or team members are doing and how they’re doing it.
3. Occasionally fill in and perform the different job duties of your employees or team members when they are absent from the job.
4. Resolve that beginning today all your future feedback, where appropriate, will address both an employee’s or team member’s accomplishments as well as the effort he or she put forth.
5. Unless an event is so significant that it deserves immediate feedback, make a point to gather multiple samples of an employee’s or team member’s behavior before providing feedback.

Sign

1. Set up a chart with the names of all your employees or team members listed vertically along the left followed by 52 small boxes (each box represents a work week) to the right of each name. Set a goal to have at least one tick mark in each box (excluding vacation weeks), where each tick mark represents a positive feedback comment you gave the employee or team member.
2. Make a conscience effort to catch your employees or team members doing something right and then give them positive feedback for what you observed.

